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ABSTRACT

This document summarizes an evaluation of William Glasser's Schools Without Failure (SWF) program carried out during the program's first year of operation in the New Castle, Pa. School District. Ten elementary schools were paired on the basis of size, socioeconomic status, and pupils' past achievement. One school of each pair was randomly assigned to begin teacher training and implementation of SWF; the other school of each pair became a control school. Pre- and posttesting was used to assess pupil achievement and attitudes toward self, school, and others and teacher and parent attitudes toward educational issues. Instructional session and SWF school classroom meeting interactions were measured by the Expanded Category System and the Reciprocal Category System. Results indicated that the program had its major impact on teachers. Little difference existed in the achievement of pupils in SWF and control schools. Some positive changes in SWF school primary pupil attitudes toward being in school and toward doing difficult school work were found. Also, positive changes occurred in SWF school intermediate pupil attitudes toward the importance of doing assignments and learning. In SWF schools the number of pupils referred to principals for disciplinary reasons was reduced. (Author/RC)

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THE EFFECTS OF A SCHOOLS WITHOUT FAILURE PROGRAM UPON CLASSROOM INTERACTION PATTERNS, PUPIL ACHIEVEMENT AND TEACHER, PUPIL AND PARENT ATTITUDES

(Summary Report of First Year)

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ABSTRACT

An evaluation of Dr. William Glasser's Schools Without Failure program was carried out during the program's first year of operation in New Castle, Pennsylvania, School District. Ten elementary schools were paired on the basis of size, socioeconomic status and past achievement of pupils. One school of each pair was randomly assigned to begin teacher training and implementation of the Schools Without Failure program; the other school of each pair became a control school, continuing to operate as it had in the past.

Pre- and posttesting of pupil achievement and of pupil attitudes toward self, toward school and toward others were employed. Teacher and parent attitudes toward educational issues were also measured on a pretest-posttest basis. Instructional session and SWF school classroom meeting interactions were measured through use of the Expanded Category System and the Reciprocal Category System during direct classroom observation periods.

The results of the study indicated that, during the first year, the program had its major impact upon teachers. Teachers in the SWF schools came to accept the SWF philosophy more and were found to be effectively using SWF methods. They began to use, in instructional sessions, some of the techniques they used in classroom meetings.

Little difference existed in the achievement of pupils in SWF schools and control schools. However, some positive changes were found in SWF school primary pupil attitudes toward being in school and toward doing difficult schoolwork. Some positive changes also occurred in SWF school intermediate pupil attitudes toward the importance of doing school assignments and the importance of learning. In SWF schools the number of pupils referred to principals for disciplinary reasons was greatly reduced over that occurring in previous years.

NOTE: A full technical report is available from the Division of Research on request.

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CHAPTER I

INTRODUCTION

I. STATEMENT OF PROBLEM

A long-observed social phenomenon is the relative inertia of the educational establishment. Stating ambitious new goals and testing experimental programs to achieve those goals is common and frequent educational and research procedure, but the incorporation of alternative programs into the mainstream of educational practice proceeds at a snail's pace. The new and better methods stop at the classroom door unless the teacher inside that door is committed to new goals, capable of understanding and applying a new process, and courageous enough to deviate from the relative safety of traditional practice.

At the turn of the century John Dewey was concerned with educating the whole child and was experimenting with methods to make education relevant to all the needs of the child. In the seven decades since, many commissions and committees on education have stated and restated three basic goals for American education:

(1) to provide the child with skills in thinking; that is, to teach ideas and problem solving strategies, not merely facts.

(2) to help the child to deal effectively with interpersonal relations in a variety of associations and organizations.

(3) to guide the child to achieve self-identity; that is, by filling the child's need for love and self-worth, to enable the child to become the best person he is capable of becoming.

In the 1918 report of the Commission on the Reorganization of Secondary Education, the mandate for education was restated--educate and train children intellectually, socially and emotionally. In 1968 the theme was repeated by the Committee on Economic Development. Educators were told again to concern themselves with teaching children to use information for making effective decisions and with helping the child adjust to his own emotional life space.

The term currently in vogue is "humanizing education;" it usually implies that within humanizing programs there are specific attempts to meet the intellectual, social and emotional needs of children. Although most humanization programs are in the developmental stage, some progress is being made. American educators are taking seriously the challenge made in Silberman's Crisis in the Classroom: "What tomorrow needs is not masses of intellectuals, but masses of educated men--men educated to feel and to act as well as to think" (Silberman, 1970, p. 7). Later Silberman reminds

us that "the false dichotomy between the 'cognitive' and the 'affective' domains can only cripple the development of thought and feeling" (Silberman, 1970, p. 8).

William Glasser has presented yet another philosophy of humanized education in his book, Schools Without Failure, but his is a philosophy with a difference. In addition to a philosophy, Glasser has outlined procedures, strategies and techniques for making this philosophy work in American classrooms. What he advocates is not radical; it is within the bounds of many types of school organization, and it can be personalized to each school and classroom. Because of nationwide interest in his program, Glasser has organized a training network through which a school staff can become trained to erase failure from their school through a program of humanized education. The Schools Without Failure program involves children in learning to use facts and ideas to make responsible decisions about their lives educationally, socially and emotionally.

The major purpose of the present investigation was to see how the attitudes and behaviors of pupils and teachers were changed by a Schools Without Failure program.

II. RELATED STUDIES

Very little research information is available concerning the effects of humanization programs upon pupils. The measurement problems involved in recording and analyzing data from teacher-pupil and pupil-pupil communications are great; and the recency of program development and scarcity of extensive program implementation have precluded definitive evaluation of program effects.

Simon reported a plan for humanizing learning which was developed at the Research for Better Schools laboratory. It is a unified approach to developing an integrated curriculum system with the learner as the primary target. Reports of the implementation research are due sometime in 1975. In the program plan, Simon also reviewed other experimental efforts and programs. The Research and Development Center at Johns Hopkins University is concentrating efforts on measurement of student attitudes and values; the Texas laboratory is working on measurement of pupil characteristics and teacher behaviors as they relate to individual thinking and learning. Many of the regional educational laboratories are working to improve the assessment of teacher-pupil interaction (Simon, 1969).

In 1912 Stevens reported that analysis of the verbal interaction in the classrooms of 20 teachers regarded as the best in their schools gave evidence that children were not being taught to be intellectually self-reliant or independent; at best, the pupils were trained in verbal memory and superficial judgment. As strategies for obtaining and analyzing information about the educational process have been refined during the ensuing 50 years, researchers still report the unmistakable dominance of rote memory verbal behaviors over higher levels of verbal interaction at both elementary and secondary levels (Brown, 1961; Aschner, 1963; Adams,

1967; Hughes, 1959; Smith, 1962, and Sharpe, 1969). The extent to which our instructional system depends on the process of memorizing and repeating facts is reported also by Soar (1966), Furst (1967), Barnes (1969) and Wragg (1969).

Using measurement instruments developed to show patterns and levels of interactions in classrooms, Flanders (1964) and others report that classroom interaction time used by teachers to accept pupils' feelings averages less than one per cent (Zahn, 1965; Simon, 1966; Pfeiffer, 1966; Amidon, 1967). Biddle and Adams (1967) also report that classrooms are practically devoid of affectional consideration; not even one per cent of class time was spent on matters that dealt with feelings and interpersonal relationships.

In one of the few studies of Glasser's Schools Without Failure (SWF) program, Keepes, Engle and Thorne (1971) attempted to measure the effects of an SWF program in the Palo Alto School District. In comparing data from two unmatched schools, the one conclusive finding was that the SWF program produced pupils who were more task oriented and more inclined to be involved in work-type activities than were pupils in the school not having the SWF program. These findings on task orientation are consistent with Glasser's predictions.

The major goals of in-service training, as stated by Philip W. Jackson, are "to help the teacher become progressively more sensitive to what is happening in his classroom and to support his efforts to improve on what he is doing" (Jackson, 1971, p. 28). Butterworth (1971) found evidence that elementary school teachers involved in SWF seminars showed attitude change toward more acceptance of Glasser's concepts. However, no appreciable differences were found between pupils of teachers enrolled in SWF seminars and those not enrolled. This finding raises the possibility that perhaps Butterworth did her investigation when the school district was in an intermediate stage of the program. Bush points out:

> Surely the ultimate objective is to improve the student's learning, but there are intermediate objectives at which in-service education can be aimed. The alteration of teacher behavior can be considered as a legitimate objective in and of itself. It is essential, in the final analysis, to link teacher behavior to changes in pupil behavior, but there are intermediate stages in which it is not necessary to apply this full link. (Bush, 1971, p. 65)

Robert (1971) investigated the role perceptions of teachers in large suburban elementary schools which implemented the SWF philosophy. He found that teachers who participated in SWF seminars were more oriented toward meeting personality needs of individuals and less threatened by innovation than were their nonparticipating counterparts. His study also showed that principals involved in SWF seminars were more accurate in assessing the role perceptions of the individual teachers with whom they worked.

At the 1973 AERA meeting, Jensen's report of the SWF program in Madison, Wisconsin was presented. By the third year of implementation, Jensen found behaviors such as truancy, vandalism, disruption and fighting were reduced, grade failures diminished, and teachers began to have dialogue with each other, with pupils and with parents. A measure of teacher attitudes showed that all teachers trained in the SWF seminars were favorably disposed toward the program; and among this total group elementary teachers had significantly more favorable attitudes than middle school or secondary teachers (Jensen, 1973).

This review has suggested that the Schools Without Failure program may contribute to improved pupil and teacher attitudes toward education. Improvement in teacher and pupil behaviors has also been reported by some districts following participation of their teachers in SWF in-service training and classroom application of the program components. Well planned experimental studies of the effects of SWF have not been reported, however, and without these no definite statements about the effects of this approach to humanizing education can be made. Before the SWF program can legitimately claim success in improving education, well-documented evidence of program effects must be made available. Without the rigors of research methodology, important questions concerning SWF cannot be answered.

III. OBJECTIVES OF THIS STUDY

The major objectives of this study of the effects of the Schools Without Failure program were to answer the following questions:

(1) How do the effects of the SWF program upon pupil attitudes toward self, others and school compare with the effects of a traditional elementary program?

(2) How do the effects of the SWF program upon pupil achievement in basic skills compare with the effects of a traditional elementary program?

(3) How do the effects of the SWF program upon teacher attitudes toward child-centered policies and practices in education and upon teacher job satisfaction compare with the effects of a traditional elementary program?

(4) How do the effects of the SWF program upon the social-emotional classroom climate and the cognitive interaction patterns compare with the effects of a traditional elementary program?

(5) How do the effects of the SWF program upon parental attitudes toward grading, discipline and pupil-centered instruction compare with the effects of a traditional elementary program?

CHAPTER II

PROCEDURES

I. SAMPLE SELECTION

The study was carried out in New Castle, Pennsylvania, a small city representative of many declining areas throughout the United States. The area has experienced considerable outmigration, and approximately 25 per cent of the school population is from economically disadvantaged homes, i.e., families with yearly incomes below $3,000.

Although the New Castle Area School District contains 11 elementary schools, only 10 were included in the study. These 10 schools were paired on the basis of size, socioeconomic status and achievement test scores from the previous year. From each pair, one school was randomly assigned to the experimental treatment group and the other school to the control group. The 11th school participated in the experimental treatment but was not included in the statistical analysis of results. Table 1 shows the 1970-71 school year data on which these schools were paired.

Table 1

1970-71 School Year Data on Paired Schools

	No. of Classes/No. of Pupils	Per Cent Enrollment From Low Income Families	Mean Stanford Achievement Test Battery Median Per Class						
			Grade						
			1	2	3	4	5	6	Total
School 1	19/498	1	3.23	4.07	4.57	5.13	6.40	7.03	5.07
School 2	16/389	1	2.77	3.73	4.35	5.53	5.77	7.03	4.86
School 3	8/177	4	2.25	3.50	4.10	4.50	5.30	6.20	4.31
School 4	15/374	2	2.87	3.25	4.37	5.47	6.10	7.65	4.95
School 5	12/330	22	2.25	3.15	3.55	4.10	5.50	6.45	4.17
School 6	12/275	13	2.10	3.33	3.60	4.80	5.30	6.00	4.19
School 7	19/448	40	2.00	2.85	3.73	4.47	4.83	5.80	3.95
School 8	19/423	39	1.86	2.20	3.50	4.10	4.77	6.00	3.74
School 9	11/195	77	1.75	2.40	2.80	4.05	5.50	5.35	3.64
School 10	16/335	60	1.80	2.87	3.03	3.60	4.60	5.70	3.60

The total sample consisted of 150 teachers and approximately 3,500 pupils in grades 1 to 6 of 10 New Castle schools.

II. DESIGN OF THE STUDY

Because the Glasser philosophy stresses a total school approach, random assignment of teachers to experimental or control treatment was not appropriate. The method used was random assignment of schools to treatments, all teachers in each school participating in the assigned treatment.

With only 10 schools available, the use of school means as the unit of analysis would have severely limited statistical analysis. Also, since classrooms varied in a number of dimensions, school means would have given less precise results than classroom means. Therefore, although the schools were randomly assigned to treatments, classroom means were used as the unit of analysis.

A Pretest-Posttest Control Group Design (Number 4, Campbell and Stanley, 1966, p. 8) was used in this study. For most analyses, control and experimental classes in grades 1 to 3 formed one 2 by 3 factorial design and classes in grades 4 to 6 formed a second 2 by 3 factorial. In a few instances, all grades were included in a single analysis, or some other grouping more applicable to the data was used.

All pupil measures were administered at the beginning of the 1972-73 school year as a pretest and at the end of the school year as a posttest. Observation data were collected three times: (1) pretreatment observation was done in October, (2) posttreatment observation was in May and (3) observation of classroom meetings in the experimental schools only was completed in April.

III. CONTROL GROUP TREATMENT

The control treatment was an attempt to continue as in previous years. In the primary grades this was a typical self-contained classroom approach. This meant that although content area and class length were recommended, each teacher's classroom practice was individual and unique. The only control was a professional request that control group teachers refrain from studying or implementing the Glasser philosophy during this first year of the study.

In grades 4 to 6 a departmental program approach had been initiated for all the city schools the year preceding this study. This was continued in all schools during the year of the study. Each class had a home room teacher who also taught some content areas, and they moved to the classes of one or more other teachers for different content areas.

No special in-service classes were held for control group teachers other than the customary few days just before and during the

school year. The content for these in-service days was determined by the school administration and included no information about Glasser's SWF program.

IV. EXPERIMENTAL TREATMENT

In-service training in Schools Without Failure methods and classroom implementation of these methods during the training period is the basis of the experimental treatment. The Schools Without Failure method is based on Glasser's principles of Reality Therapy applied to group situations in schools. As Glasser explains in The Identity Society (1972), the present school-age generation, in contrast to their goal-oriented parents and grandparents, is role-oriented. Unless they achieve a successful identity, they are unwilling to accept and work toward goals for education or life.

As Glasser explains:

Pleasure or pain is the basis of most of our behavior.

. . . . . .

> People with successful identities usually behave under stress in ways that cause pain to decrease and later enable them to experience pleasure. . . . [They] learn to cope with anger or its civilized derivatives, such as depression and anxiety, quickly and effectively by working to turn the situation toward involvement. . . . Failures, on the other hand, usually respond impulsively to anger, often decreasing both their security and their involvement (Glasser, 1972, pp. 55, 58, 59).

Involvement is the fundamental concept of Schools Without Failure. Without involvement, all other strategies cannot succeed. "Based upon successful involvement, the principles of Reality Therapy evolve into an approach to life that can help a person become successful." (Glasser, 1972, p. 107) Change is difficult because behaving in a way that supports the present self-image, however bad, is less painful than changing the self-image. If a child has been exposed to continued failure and has a self-image of himself as a failure, involvement with a successful person and a chance to see himself succeeding are necessary to help him gain a successful identity. Acceptance must precede motivation. "A good feeling toward oneself--a successful identity--motivates a child toward goals." (Glasser, 1972, p. 159)

Leadership Team Workshops

Leadership teams including the principal and staff-selected teachers from each experimental school formed a training cluster for the workshops. These workshops, conducted by an experienced associate of Dr. Glasser, were intensive two- or three-day training periods

separated by five-week intervals. Dr. Glasser's associate presented the theories of Reality Therapy and Schools Without Failure and the various implementation techniques to help the leadership teams plan seminars for their individual faculties.

The leadership workshops provided mutual support and encouragement, as well as information and ideas, by allowing time for discussion of problems which occurred in school seminars and classrooms. New techniques and new solutions to problems were tried in the five-week intervals between workshops, and results of these trials were presented to the training cluster, keeping the workshop always related to actual problems within the schools.

Training Seminars

The leadership teams conducted weekly seminars for the entire faculty in each experimental school. At these seminars the Schools Without Failure concepts were presented, ideas for implementation techniques were provided, and discussion of problems was encouraged. After trying the various suggestions in their classrooms, the teachers reported on their successes or problems of the previous week, accepted suggestions for alternate solutions from fellow teachers and received inspiration for continued effort.

The two important phases of Schools Without Failure implemented during the first year of the program were classroom meetings and the Reality Therapy approach to solving disciplinary problems. This implementation, however, led also to fulfillment of the following major objectives of the training seminars:

(1) to provide opportunities for principals and teachers to develop a positive, personal philosophy of education so they may develop their own school without failure.

(2) to provide ways for building constructive communication networks within the school and between the school and the community.

(3) to provide a process for developing classroom skills and procedures needed by teachers and principals to implement a success-oriented curriculum.

(4) to provide the background for building a school environment in which the staff and the pupils may deal realistically with their problems through the resources at hand.

Classroom Meetings

The Schools Without Failure program involved children in learning to make responsible decisions about their lives. The major technique

for accomplishing this was the holding of nonjudgmental classroom meetings wherein the teacher could become involved with the children and all children could experience success. These meetings, designed to meet the intellectual, social and emotional needs of each child, were held at least three times a week throughout the school year. As they learned to use them successfully, some teachers held one type of meeting or another every day. Other teachers occasionally allowed unscheduled events to interfere with meetings and held fewer than the required three per week. However, this was the basic route to involvement of pupil with teacher.

Open-ended meetings were the first type introduced, as these are the easiest for teachers learning the technique to lead. In open-ended meetings, children discussed thought-provoking questions related to their lives or to fantasy situations. The teachers did not look for a single correct answer to a question, but tried to stimulate thoughtful, creative opinions in which children could relate what they knew to the topic. Children of all elementary grade levels became deeply involved in and intellectually stimulated by such dialogue.

Educational-diagnostic meetings were introduced to the teachers later in the year, and were tried in the classroom. The educational-diagnostic meetings always related to something the class had been studying. Children talked about their understanding of a specific topic, its implications and applications to their lives. In addition to stimulating thinking, this type of meeting gave the teacher a quick evaluation of his or her success in presenting a concept to the class. Pupils were never graded or rated in any way on the basis of these meetings, but teachers did use information gained to plan further teaching strategies.

Social problem-solving meetings were introduced late in the year with caution. In these meetings children offered ideas on actual problems of the class. Teachers who felt comfortable with the class meeting method were able to try this type of meeting, but others were not ready to face the possible problems which could arise. Where these were used, the experience of belonging to a working, problem-solving group helped the children learn that they can use their brains to help solve the problems of living in a difficult, sometimes hostile and mysterious, world.

Successful operation of class meetings of any type was the major technique used during the first year of this study. This method allowed the teacher to become more involved with the pupils, and pupils became more involved with each other. A vital extra was the beginning of a better training in listening. Not only did pupils learn to listen to each other, but teachers began to listen to pupils.

Discipline Practices

The Schools Without Failure approach to discipline is based on logical or natural consequences expressing the reality of the social order, that is, rules which must be learned in order to function adequately. It

is concerned with what will happen in the present. Responsibility must be assumed by the individual, not by a teacher or principal who assumes the child's responsibility by applying punishment. The basic method involves a statement from the child of what he or she actually did which was unacceptable behavior, an evaluation by the child of the effect of this behavior on himself or herself and on others, and suggestions by the child for ways to improve subsequent behavior with a commitment to try the better approach. From the teacher or other adult, this method requires a friendly involvement and a willingness to accept any reasonable suggestion for improvement made by the child. It is a time-consuming teaching process, based on close, sustained involvement, which emphasizes teaching ways to act that will result in more successful behavior. (Glasser, 1972, pp. 107-132)

This method of handling discipline problems was introduced during seminars the second semester in the experimental schools. Teachers and principals introduced it into the schools with increasing success as they became more proficient with its use. Teachers asked children to evaluate their own behavior, to make plans for changing in ways that would lead to success, and to make commitments to carry through the plan with the encouragement and support of the involved teacher. Children who had not responded to punishment by improved behavior began to accept a new responsibility and to look intelligently at their own actions and the effects these actions had on others.

V. INSTRUMENTATION

Data gathering devices used in this study included pupil achievement tests and attitude scales, teacher and parent attitude measures, classroom observation schedules, and a recording form for discipline referrals to the school principals. The pupil measures were all administered in the fall of 1972 and in the spring of 1973. The parent and teacher scales were completed by most participants in the spring in both 1972 and 1973. Observation of regular classes in a random sample of both control and experimental groups was completed in October of 1972 and May of 1973, and classroom meetings in the experimental schools were observed in April 1973. Principal referral forms were used throughout the second semester of the 1971-72 school year and both semesters of the 1972-73 school year.

Pupil Attitudes and Achievement

To measure the effects of the SWF program on pupil self-attitudes, the Pictorial Self-Concept Scale (Bolea, Felker and Barnes, 1971) was used in grades 1 to 3 and the Piers-Harris Children's Self-Concept Scale (Piers and Harris, 1969) was used in grades 4 to 6.

A 30-item School Attitude Scale was developed to measure children's attitudes toward school. The faces response form used in the primary grades showed a reliability of .89. A verbal response form for grades 4 to 6 showed a reliability of .92. The Pennsylvania Educational Quality Assessment Attitude Toward School instrument was also administered in grades 4 to 6.

To determine the effects of the SWF approach on pupils' attitudes toward classmates, peer rating forms were developed. Given a list of classmates, pupils were asked to rate their peers from one to five according to who usually had the best ideas.

Pupil achievement was measured by various subtests of the Stanford Achievement Test battery, 1964 edition.

Teacher Attitudes

Three scales measuring teacher attitudes were completed as a pretest in the spring or fall of 1972 and as a posttest in the spring of 1973. Lindgren and Patton's Opinionnaire on Attitudes Toward Education (Shaw and Wright, 1967, pp. 80-83) was used as a measure of attitudes toward child-centered education, discipline and the desirability of understanding pupils' behaviors. A slightly revised version of DiVesta and Merwin's Attitude Toward Teaching as a Career (Shaw and Wright, 1967, pp. 73-74) was used as a measure of satisfaction with teaching. Also, a 15-item Philosophy of Glasser Questionnaire constructed for this project was used to measure attitudes toward Glasser's philosophy.

Parental Attitudes

The Philosophy of Glasser questionnaire was sent to parents of all children in New Castle public schools in the spring of 1972 and the spring of 1973. According to a school district estimate, almost 90 per cent of parents responded.

Classroom Behaviors

In addition to self-report scales and paper and pencil tests, observation of actual classroom verbal interaction was used to assess pupil and teacher behavior change. The Expanded Category System (Amidon, 1970) and the Reciprocal Category System (Ober, Wood and Roberts, 1968) were used by pairs of observers in about half of the classrooms several times during the year.

An additional check on the behavior of pupils and staff was a recording of all occasions when pupils were sent to the office for disciplinary problems. Comparisons were made between the 1971-72 and the 1972-73 school years, and between the two spring semesters for experimental and control schools.

Analysis of Data

The major analyses performed were both multivariate and univariate analyses of covariance. Pretest scores were used as covariates of posttest scores to correct for any initial differences between groups. Class means were used in the analysis of pupil measures, giving a total sample of 150 divided between experimental and control groups in six grades. Individual scores were used for teacher scale analyses, and parent scores were grouped according to the classrooms of their children.

CHAPTER III

RESULTS AND DISCUSSION

Pupil Attitudes

Improving pupil attitudes is a major objective of the Schools Without Failure program. Friendly involvement of teachers with pupils, success experiences and classroom meetings during which pupils' ideas are accepted as worthwhile should tend to improve pupil attitudes toward school, others and self. In the multivariate analyses for both primary grades and intermediate grades no overall significant differences were found between SWF schools and control schools in changes in pupil attitudes.

However, the adjusted spring means produced in the analysis of covariance in the primary grades showed that the SWF classes were higher than the control classes at all three grade levels for all three attitude scales. At the intermediate level the small differences sometimes favored the SWF group and sometimes the control group at different grade levels on the various scales. However, these differences were not statistically significant.

An examination of item responses revealed differences of percentage of pupils responding positively to certain items. In the primary grades positive changes in SWF pupil attitudes were especially apparent for items dealing with attitudes toward the school principal, toward doing difficult schoolwork, toward school rules and toward being in school. In the intermediate grades, the SWF pupils were more positive than control pupils in items asking about the importance to them of doing their schoolwork and of learning. Thus, the SWF pupils tend to be more school and work oriented.

Pupil Achievement

In schools where the SWF program is successful, pupil achievement should improve. Making the curriculum more relevant, training pupils to reason logically and improving pupil attitudes toward themselves and toward school should positively affect achievement. However, this change would not be an immediate effect, but should occur gradually as a result of attaining other program objectives.

In grades 1 and 2 only verbal subscales of the Stanford Achievement Test were used. No significant differences were found between SWF school and control school classes on the Word Meaning, Paragraph Meaning and Word Study Skills subscales. In grade 1 where the Vocabulary subscale was also given, no differences were found.

In grades 3 through 6 verbal and arithmetic subtests were given, social studies and science were included for grades 3 and 6 and word study skills were tested at grades 3 and 4. During the first year of operation of the Schools Without Failure program, few achievement differences between SWF and control schools appeared. In grade 5 in Arithmetic Computation and in grade 6 in Social Studies, differences favoring control schools were found. In grades 3 and 4 in Word Study Skills, differences favoring SWF schools were found.

Thus, as with other first-year studies of the Schools Without Failure program (e.g., Keepes, Engel and Thorne, 1971; Butterworth, 1971), few changes were found in pupils. There were some positive changes in primary pupil attitudes toward being in school and toward doing difficult schoolwork. There were also some positive changes in intermediate pupil attitudes toward the importance of doing school assignments and the importance of learning. These results are very much in line with those found in the Keepes, Engel and Thorne (1971) study indicating that pupils exposed to the SWF program became more positive in their attitudes toward being task oriented and toward being involved in work-type activities.

SWF school pupil achievement differed little from that of control school pupils. Differences found favoring control school pupils could have been a function of less class time being available in SWF schools than in control schools because of SWF teacher training sessions. The difference found favoring SWF schools in a verbal skill area may have been a function of the use of classroom meetings.

Teacher Attitudes

It is assumed in the Schools Without Failure training program that, in order for the strongest positive changes to occur in pupils, some changes must occur in teachers' attitudes. Although it is recognized that teachers may not agree with all aspects of the SWF philosophy, successful operation of the program depends upon a general acceptance of it. Since Dr. Glasser disagrees with many traditional educational practices, it would be expected that most teachers adopting the program would have to change at least some of their attitudes.

The results of the study indicate that the Schools Without Failure training program was highly effective in imparting the SWF philosophy to teachers and in convincing them of its validity. Both teachers acting as leadership team members, chosen to learn directly from the ETC associate, and teachers learning from leadership team members in school seminar sessions came to accept the SWF philosophy more during the year than they had before training was begun. Teachers became more child-centered, more willing to help pupils feel accepted in school, more willing to give pupils some responsibility for their own discipline and for that of their schools. In addition, teachers began to question many traditional educational practices such as punishment to deal with discipline problems and asking pupils to memorize facts without understanding their importance to their lives. These results are consistent with those reported by Butterworth (1971), Robert (1971) and Jensen (1973).

Classroom Behaviors

The Schools Without Failure training program was expected to produce changes in teachers' classroom behaviors. To lead successful classroom meetings, teachers must use behaviors which would help to create a warm emotional climate in the classroom. Also, teachers must learn to use differing types of questions to facilitate pupil discussion. As SWF school teachers acquired and improved these skills during classroom meetings, it was expected that they would begin to use similar skills and behaviors during regular instructional sessions.

In determining whether any changes occurred in SWF school classroom interactions, one-half of both SWF school and control school teachers were observed twice in the fall and twice in the spring while engaged in normal instructional sessions. Also, SWF school teachers were observed twice while holding classroom meetings.

Strong evidences of the training program's success in showing teachers how to implement the SWF philosophy were found. Interactions in classroom meetings were very different from fall and spring instructional session interactions. Classroom meetings were, as they should have been, open-ended and nonjudgmental. During these, teachers acted as discussion facilitators rather than as lecturers or as authorities.

A second indication of success in teaching SWF methods to teachers was uncovered through the analysis of principal referral cards. The fact that referrals to principals were reduced markedly in SWF schools provided evidence of the success of the training program in instructing teachers in the effective use of the Reality Therapy approach to discipline.

Finally, analyses of classroom interactions in instructional sessions revealed that, during the year, SWF school teachers began to apply some of their classroom meeting techniques to their teaching of subject matter. In primary classrooms there was some tendency for teachers to use differing kinds of questioning; their responses to pupils became less judgmental. In intermediate classrooms pupils talked more in spring instructional sessions than they had in the fall. This can be attributed to increased self-confidence and ability to express themselves gained through classroom meetings.

Parent Attitudes

The Schools Without Failure program stresses parental involvement with schools. Parents are invited to visit their children's classrooms, to confer with their children's teachers and to attend evening meetings in which the SWF program is explained and discussed. Parents' attitudes toward educational issues should change as a result of this contact with the SWF program.

Since it can be assumed that the program functions best in schools where parents support it strongly, an attempt was made to determine whether parents of SWF school pupils increased in their support of the SWF philosophy during the first year of the program. In the spring of 1972, before parents became aware of whether their children's schools would be SWF or control the next year, the Glasser Philosophy questionnaire was taken to them by pupils attending all 10 schools. In the spring of 1973 all parents again were asked to respond to the questionnaire.

Scores from parents of primary children were analyzed separately from those of intermediate children. No significant difference was found for primary parents. Thus, during the first year of the program, parents of primary SWF pupils did not undergo attitude changes which differed from those of parents of control school pupils. In the intermediate grades,

however, SWF parents were significantly higher than control parents on adjusted spring means, indicating that during the year SWF parents became more supportive of the Schools Without Failure philosophy.

This change in attitudes of parents of intermediate SWF pupils, indicates that the parental involvement aspects of the program did have some effect. This change is somewhat remarkable because not all parents participated in school meetings or in discussions with teachers about the program. However, the change is even more remarkable because the Schools Without Failure program was under attack in New Castle at the time the spring 1973 questionnaire was sent to parents. The barrage of criticism emanating from the small attacking group, composed of opponents to all forms of humanization of education, apparently had less effect upon parental attitudes than did the SWF program.

Summary

One year of the Schools Without Failure program, then, produced changes in teacher attitudes and behaviors consistent with the objectives of the training program. There was also some evidence that pupil attitudes toward school were becoming more positive.

These changes seem to indicate that after one year the program was in an intermediate stage (Bush, 1971). Changes in teacher attitudes and behaviors must precede changes in pupils. These changes in teachers, then, can be viewed as a prelude to changes in pupils. The continuation of the research component of the project through a second year should give a much clearer picture of the effects of the Schools Without Failure program upon pupils.

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